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17. ABSTRACT (MAX. 250 WORDS)

Most children who enter Madison Junior High School are below their grade levels in reading and language skills. The 1962-63 core program was offered to seventh and eighth graders who were performing at approximately one year below grade level in basic skill areas. They received all instruction in required academic subject areas in the "core" classes and were taught by a team of two or three teachers including a remedial reading specialist. In the second year the organization of the project was changed, and, under the new system, all of the seventh grade class received special reading instruction in Project reading classes. Considerable use was made of filmstrip machines and tachistoscopic devices; individual and small group instruction was given.

The present evaluation attempts to determine a) if the "core type" program, utilizing the team-teaching approach with major emphasis on language arts, was successful in changing the depressed achievement status of these pupils; b) if the second year program had a significant effect on the achievement of the seventh grade students; and c) if the reactions of the parents of students receiving special instruction were favorable. Standardized reading tests of speed, comprehension and vocabulary, and achievement tests in various academic areas were used in the evaluation. Evidence showed that students in the core program made no significant change in standings, and made what may be considered normally expected progress during the school year. However there were positive indications of support from the parents of pupils who were involved, and their responses to questionnaires also indicated positive attitude changes and increased reading habits in their children. Seventh graders in the 1963-64 program made satisfactory progress in the speed and comprehension subtests over a period of eight school months. The appendix contains questionnaire results and responses.

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REPORT OF EVALUATION OF SPECIAL INSTRUCTIONAL PROGRAMS AT MADISON JUNIOR HIGH SCHOOL FOR THE SCHOOL YEARS OF 1962-63 and 1963-64

I. INTRODUCTION

The program at Madison Junior High School during the school years 1962-63 and 1963-64 has been designed to improve the achievement of the students in the area of language arts. The programs during these two years have taken somewhat different forms but the over-riding emphasis has been to maximize the acquisition of reading and language skills. Large numbers of students were found to enter junior high school with substantial reading and language skill retardation with concomitant retardation in other academic skill areas. A look at one of the tables to be examined in the section on results (table 4) reveals that the last group of entering seventh graders were found to be retarded in reading from one to one and one-half years on the average. Other data will be presented later which indicates that approximately 75% of the students who are entering this junior high school are below grade level.

With such handicaps characterizing this group of children it would not be unusual to find a large number of drop outs in a short number of years. Increasing demands for reading and language skills through coming school years will undoubtedly force a number of these students to choose between continued academic frustration or withdrawal.

A. 1962-63 Core Program

During the first year of the Project at Madison Junior High School the equivalent of two remedial positions were added to the staff. This allowed the formation of special "core program" classes for students meeting certain selection criteria. This selected group of seventh and eight graders received all instruction in required academic subject areas in the "core" classes. Fifty-two students formed three sub-groups - two seventh grade groups and one eighth grade group.

Teams of two or three teachers provided the appropriate instruction and major emphasis was focused on instruction in language arts. The objective in this program was to bring normal ability students, who were performing at approximately one year below grade level at the inception of the program, up to grade level in basic skill areas. Another class sponsored in part by the Interagency Project was a "vocational readiness" class for a group of twelve ninth graders. These students were considered very likely to be leaving school before completion and yet lacked very fundamental skills necessary for minimum success on the labor market. The program attempted to provide these students some rudimentary skills prerequisite to any employment.

B. 1963-64 Seventh Grade Reading Program at Madison Junior High School

The organization of the Project provisions at the junior high school was changed during the second year for the primary purpose of affording service to greater numbers of students. Under the new system all of the seventh grade class (approximately 290) received special reading instruction in Project reading classes. This was accomplished through a unique team-like effort including five regular seventh grade English teachers and a Project reading specialist. Half of each of the nine seventh grade section was seen two times per week. This arrangement with the same portions of each section was continued for periods of six weeks after which the remaining portion of the class was assigned to the same schedule of special instruction.

The project teacher made considerable use of filmstrip machines and tachistoscopic devices for the instruction of students. These machines were found to be of very high interest to the students. The broad range of difficulty levels in the film material was particularly valuable because it allowed the teacher to present lessons appropriate to any class or individual.

In some cases individual teachers would use the mechanical devices and other Project-provided materials in their regular classroom instruction with that portion of the class which remained while the Project teacher saw part of the class. Six filmstrip machines were also available for use by as many as six individual or small groups of students. In this way considerable sensitivity to individual needs was possible in the instructional program.

S. R. A. instructional kits were used by the Project teacher. Another aspect of the Project program was the weekly reduction in regular class loads so that regular classroom English teachers would have more time for individual instruction, consultation, careful evaluation of students' work.

Weekly conferences were scheduled for program discussions between individual regular classroom teachers and the Project reading specialist.

II. PROBLEM

A number of benefits may have resulted from the presence of the Project class at Madison Junior High School. However, the present evaluation efforts are limited to attempting to answer the following questions.

A. Was the 1962-63 "core type" program, which utilized the team-teaching approach with major emphasis on language arts, successful in changing the depressed achievement status of these fifty-two Project pupils?

B. Did the Project reading program during 1963-64 have a significant effect on the achievement of the seventh grade students at Madison Junior High School? Was average or better than average achievement in reading made by these students during the course of the school year?

C. What were the reactions of the parents of students receiving special instruction in the Project program? Did these parents in general feel significant benefits resulted from the program?

III. METHOD

A. Instruments Used to Measure Achievement and Ability

As part of a statewide testing program the Sequential Test of Educational Progress and the School and College Ability Test are routinely given to various grade levels in specified schools throughout the city. In most part the Sequential Test of Educational Progress (STEP) and the School and College Ability Test (SCAT) results used in this report were obtained from the routine survey test administrations. The STEP tests are nationally normed instruments used to measure various areas of academic achievement. STEP tests covering the areas of Mathematics, Reading and Writing were given. The School and College Ability test provides an index of student's academic aptitude.

The Gates Reading Survey, which has three sub-sections including speed, comprehension, and vocabulary, was selected for supplemental testing during the 1963-64 program. This was to give the teachers and reading specialist immediately available information for program planning.

B. Testing and Data Collection on 1962-63 Program

1. Subjects

The fifty-two students selected for placement in the special core program during this project year were of average or above intelligence and had achievement test performance falling one or more years behind mental and/or chronological ages. Certain guarantees of cooperativeness were also required and particular care was given to interviewing the parents of these students to explain what the program would involve.

2. Testing

STEP and SCAT test results obtained in the early fall of 1962 and again in the early fall of 1963 provided the basic achievement and

ability results. In October 1962 STEP Form 3A and SCAT Form 4A were administered. In October 1963 STEP Form 3B and SCAT Form 3B were administered. Analysis of results was done using converted score units.

3. Comparison Group

Project student results were compared with the performance of the total grade level corresponding to each of Project sub-sections

4. Parent Questionnaires

Questionnaires were mailed to parents of 1962-63 Project students in the fall of 1963. Of the forty-four parents who were in the Bay Area, 64% responded.

C. 1963-64 Seventh Grade Program

1. Subjects

All seventh graders enrolled at Madison Junior High School during the school year 1963-64 attended Project classes for a portion of the year.

2. Tests

Fall to fall test comparisons are not possible at the present time. Long range plans for comparison STEP and SCAT performance of the seventh graders Fall of 1963 and Fall of 1964 will be completed at a later date. Although the tests will be administered in early October 1964 the results will not be available for analysis until after the first of the year. When these results are available certain comparisons will be possible using the control group in another junior high school in the city. This group approximates the Madison population in racial characteristics, socio-economic characteristics and general baseline status.

The data included in this report are based on results of the Gates reading

survey. Parallel forms were used in September (M-3), February (M-2), and May (M-1). Raw scores were used in the analysis of data. The results are presented however in terms of corresponding grade score equivalents.

Results presented on the Gates reading survey results are given for 212 cases who were present at all three testings (September, February and May)

IV. RESULTS

A. 1962-63 Core Program

The 1962-63 test results for the seventh and eighth grade core Project students are presented in tables 1 and 2. These scores are given by sub-tests. It will be noted that some gains in the converted scores were found in all sub-tests. With progressively older children, however, one would also expect progressively higher scores due to normal growth. This fact is reflected in percentile equivalent norms which are given for each mean converted score. These have not changed very much. Of the original 18 members of the eighth grade Project group test data was available on 14 students. The numbers tabled vary with each sub-test due to attendance variation on testing days. Mean gains for the Project group are similar to those made by the rest of the grade. The percentile equivalency for mean scores at the two testings remained almost identical on all sub-tests for the core Project group. Slight drops in percentile standing on three achievement sub-tests were noted in the total grade results. The core group was slightly lower than the total group in the fall of 1962 in all areas. In the fall of 1963 their status was slightly closer but not up to the total grade means.

TABLE 1 TEST PERFORMANCES OF EIGHTH GRADE PROJECT STUDENTS AT MADISON COMPARED TO TOTAL GRADE GROUP

	1962-63 EIGHTH GRADE "CORE" GROUP			1962-63 TOTAL MADISON EIGHTH GRADE		
STEP - SCAT SUB-TESTS	Grade 8	Grade 9	Diff. Between MEANS Conv. Score Units	Grade 8	Grade 9	Diff. Between MEANS Conv. Score Units
STEP- MATHEMATICS						
Converted Score Mean	248	253	+5	251	253	+2
Percentile Equivalent	20	20		26	20	
S. D.	13.0	9.3		11.1	13.7	
N	14	14		241	178	
STEP- READING						
Converted Score Mean	252	261	+9	258	266	+8
Percentile Equivalent	18	21		28	27	
S. D.	7.1	11.9		13.6	17.3	
N	11	11		239	177	
STEP- WRITING						
Converted Score Mean	248	254	+6	254	260	+6
Percentile Equivalent	18	19		30	27	
S. D.	6.9	5.2		13.0	15.1	
N	13	13		237	177	
SCAT- VERBAL						
Converted Score Mean	249	254	+5	253	258	+5
Percentile Equivalent	17	17		25	25	
S. D.	5.7	7.6		11.5	12.4	
N	12	12		248	167	
SCAT- QUANTITATIVE						
Converted Score Mean	263	266	+3	266	272	+6
Percentile Equivalent	12	11		16	20	
S. D.	8.0	8.2		11.8	13.6	
N	12	12		248	169	
SCAT- TOTAL						
Converted Score Mean	258	263	+5	262	267	+5
Percentile Equivalent	12	12		20	21	
S. D.	3.0	5.5		9.0	10.3	
N	12	12		248	167	

TABLE 2 TEST PERFORMANCE OF SEVENTH GRADE PROJECT STUDENTS AT MADISON COMPARED TO TOTAL GRADE GROUP

	1962-63 SEVENTH GRADE "CORE" GROUPS			1962-63 TOTAL MADISON SEVENTH GRADE		
STEP - SCAT SUB-TESTS	Grade 7	Grade 8	Diff. Between MEANS Conv. Score Units	Grade 7	Grade 8	Diff. Between MEANS (Conv. Score Units)
STEP- MATHEMATICS						
Converted Score Mean	245	249	+4	247	253	+6
Percentile Equivalent	25	23		28	30	
S. D.	10.2	11.3		10.6	12.4	
N	28	28		257	242	
STEP- READING						
Converted Score Mean	247	255	+8	252	260	+8
Percentile Equivalent	20	24		28	31	
S. D.	7.2	12.0		11.8	15.4	
N	28	28		255	241	
STEP- WRITING						
Converted Score Mean	248	254	+6	249	257	+8
Percentile Equivalent	26	30		28	35	
S. D.	9.1	11.7		11.8	14.6	
N	28	28		258	241	
SCAT- VERBAL						
Converted Score Mean	245	249	+4	249	254	+5
Percentile Equivalent	19	18		28	27	
S. D.	6.3	6.7		10.3	12.9	
N	28	28		254	239	
SCAT- QUANTITATIVE						
Converted Score Mean	261	266	+5	260	267	+7
Percentile Equivalent	24	16		20	18	
S. D.	8.2	8.8		10.3	12.4	
N	28	28		254	239	
SCAT- TOTAL						
Converted Score Mean	256	260	+4	258	263	+5
Percentile Equivalent	19	16		26	23	
S. D.	4.6	6.5		7.9	10.0	
N	28	28		253	239	

Turning to the results on table 2 for the seventh grade 1962-63 core groups a similar presentation has been made. Again gains in converted scores on all sub-tests are recorded for both the core group and the total school grade group. Percentile equivalencies for these mean converted scores show a slight decline in four of the six sub-tests for the core group including the mathematics, SCAT verbal, SCAT quantitative and SCAT total scores. There was a slightly higher percentile equivalency in both the reading and writing sub-tests which may be of some significance since this was one of the major orientations of the Project classes. Decrements in percentile equivalency ratings are also noted on the SCAT sub-tests for the total peer group. There was some slight increase in percentile standing in the reading, writing, and mathematics sub-tests for this group.

In using the total school group as the criterion of expected improvement on sub-tests, the performance of the Project groups was not found to be higher than might be expected.

The parent questionnaires which were mailed to the parents of these children provide another source of evaluation information. A copy of this questionnaire with the tabulations of responses and verbatim comments has been attached.

Between 50% and 75% of the parents felt that their children were reading more now (books, magazines and newspapers).

Seventy-five per cent of the students were reported to have read four or more books during the previous six months period with 39% reading seven or more books. The quality and/or reading difficulty of these books is not specified, but the significant factor is that parents have indicated that their children, who are known to be somewhat retarded in reading achievement, were reading with some regularity.

Two-thirds of the parents responding felt that their children were using public and school libraries more frequently with 32% indicating that a little more often and 36% indicating much more often. Sixty-four per cent of the parents noted improvements in their children's feeling about school and 86% responded that they noted better completion of homework since their children attended Project classes. The greater amount of time being spent on homework in 75% of the reports was attributed to various reasons. Among these were greater demands by teachers, but many other reasons were also given relating to stronger desires to obtain an education and improved desire to do well in their school work. In response to the question about how the children felt about Project classes 61% of the parents indicated that the children felt they had made good progress while attending with nearly half feeling their children liked the Project class. The fact that 21% related that their children felt the work was too easy may be of some significance. It is probably not unexpected that one would get these responses from a situation where efforts were made to use materials <u>below</u> grade level, truly appropriate to individual achievement levels.

An indication of support on the part of the parents is given by 50% response wanting to have program provisions for students for two or more years. Nearly one-half of these students were reported to have attended Project study centers.

Parents felt positively about the excursions provided by the Project program. Eighty-five per cent reported their children had gone on these excursions. The excursions were considered as either "good" or "excellent" by 75% of the parents with none of the parents rating the trips as "poor" in value. The locations mentioned as the sites of excursions taken by the children indicated that the parents failed to differentiate between the excursions provided by the Interagency Project in other programs and those provided specificially as

part of the "core" program. What is evident is that some children have participated in more than one Interagency Project program.

The point of considerable significance, indicating very stond support by parents, was that 96% of parent responses fell in the category of "good", "very good" or "excellent" when asked to rate the overall value of the Project.

Comments relating to the strengths and weaknesses of the programs tended to support previous indications of parent approval. Some examples are "special attention was given to students in small groups". Another responded "it helped him to be more interested in studying" and another is "the child wants to read more often." Even some of the comments in response to the question regarding weaknesses tended to give further support as indicated by "could have lasted longer" and "not enough students taking advantage of it, not enough parents participating in it, not enough time spent on it."

No parents reported feeling more poorly about the public schools after their child's attendance in the program while 57% indicated they felt better about the schools.

C. 1963-64 Madison Project

Table 3 gives a summary of results from a testing in early October 1963 of the new seventh grade class. The ability and achievement results indicate percentile equivalency placement at about the 25th percentile on national population norms. The mean ability rating at the 25th percentile might be roughly thought of as being equivalent to a mean at the lower portion of the normal I. Q. range. Further testing, it will be recalled, is anticipated on this same group of students in early Fall 1964 for longitudinal comparisons and control school information will also be available at that time.

TABLE 3 TEST PERFORMANCE OF ENTERING SEVENTH GRADE AT MADISON - OCTOBER 1963

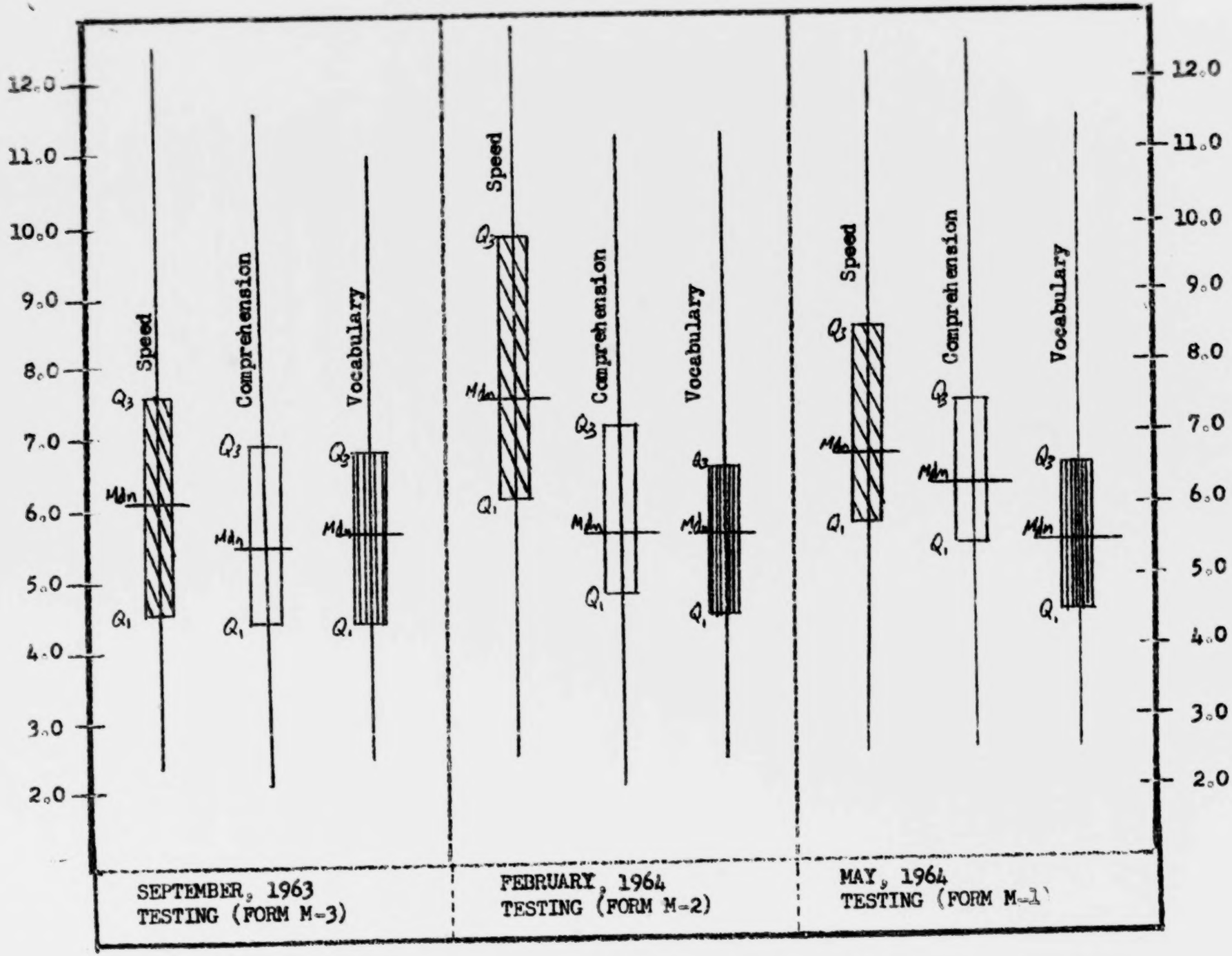
SUBTEST	N	MEAN CONVERTED SCORE	S. D.	PERCENTILE EQUIV. OF MEAN
STEP- MATHEMATICS	244	244	11.5	23
STEP- SCIENCE	240	255	8.7	28
STEP- SOCIAL STUDIES	242	248	8.5	25
STEP- READING	239	252	15.7	29
STEP- LISTENING	223	261	12.4	21
STEP- WRITING	240	248	11.7	26
SCAT- VERBAL	244	248	11.3	25
SCAT- QUANTITATIVE	243	261	8.9	23
SCAT- TOTAL	242	257	7.8	23

A summary of the results of three testings of the seventh grade with the Gates Reading Survey is presented on Table 4 and illustrated on figure one. These findings on 212 students are given in terms of median and quartile achievement grade levels. Median speed results appear to reflect program emphasis, e. g. film machines, and tachtistoscopic devices were the focus of the program during the September to February period. The gain in the median figure over this period is approximately fifteen grade placement units or equivalent to one and one-half years of growth.

TABLE 4 MEDIANS AND QUARTILES OF MADISON 7TH GRADE TEST SCORES ON GATES READING SURVEY DURING 1963-64 SCHOOL YEAR (N=212)

	SPEED TEST GRADE SCORES			COMPREHENSION TEST GRADE SCORES			VOCABULARY TEST GRADE SCORES		
	SEPT. (Form M-3)	FEB. (Form M-2)	MAY (Form M-1)	SEPT. (Form M-3)	FEB. (Form M-2)	MAY (Form M-1)	SEPT. (Form M-3)	FEB. (Form M-2)	MAY (Form M-1)
Q_3 (75th Percentile)	7.6	9.9	8.6	6.9	7.2	7.4	6.8	6.6	6.6
Median (50th Percentile)	6.1	7.6	6.8	5.4	5.6	6.2	5.6	5.6	5.5
Q_1 (25th Percentile)	4.5	6.1	5.8	4.4	4.8	5.3	4.3	4.5	4.5

FIGURE 1 MEDIANS, QUARTILES, AND TOTAL RANGES OF MADISON 7TH GRADE TEST SCORES ON GATES READING SURVEY DURING 1963-64 SCHOOL YEAR (212 STUDENTS TESTED AT ALL THREE TESTINGS)



With subsequent reorganization of the program because of unsatisfactory gains on the vocabulary and comprehension sub-tests, one sees a loss of approximately one-half of the original fifteen grade placement units in speed. In a September to May comparison the group has maintained only seven grade placement units in speed. Q-3 (7th percentile) figures increased approximately one year for this period. Q-1 (25th percentile) changes were greater --thirteen grade placement units.

Median comprehension test scores failed to show appreciable change during the period September to February, but do indicate an eight grade placement unit gain by May. The Q-1 and Q-3 figures changed in approximately the same magnitude.

Vocabulary results showed that obvious lack of desired change in median and quartile figures. The median was one unit lower at the end of the year.

Graphic presentation of the three sub-tests results is found in figure 1 on the following page. The vertical line is the total range, heavier segments indicate quartile ranges, and the horizontal bar indicates the placement of the median figure.

During the eight school months median scores increased eight grade placement units in comprehension, seven grade placement units in speed, and decreased one grade placement unit in vocabulary. A rough combination of median figures on the three sub-tests into a single reading achievement index would clearly indicate that at the end of seventh grade this group of students are on the average still at least one year retarded in reading achievement.

V. DISCUSSION

Many comments on the test results have been included in the preceding section. However, it may be noted here, in summary, that 1962-63 Project

students made test score progress no better or worse than their non-Project class peers. It is possible that certain influences of the Program may not have evidenced themselves. Subsequent followup on Project students is planned and will be of considerable interest. If, in fact, certain attitudinal shifts have been effected and/or certain skill foundations have been layed during the first year it would be reasonable to expect subsequent changes in achievement progress patterns.

There are some strong suggestions of the presence of student attitude improvement and increased frequency in reading in responses on parents' questionnaires.

In general these parents were highly appreciative of the compensatory education efforts being provided at these schools. They were very positive in their estimates of the beneficial influences of such classes. It is not unreasonable to suspect that these students, who have improved attitudes toward school and reading, and whose parents are more supportive of school programs, will gain momentum in their progress in schools in subsequent years.

In regard to the 1963-64 program, the variations in sub-test results may be due in some part to the actual content of the program and its instructional techniques. Major emphasis on vocabulary development per se was not present in the project classes or in the regular classes over the year. Usual efforts at building background readiness for stories and introduction of new words to be found in the filmstrips and/or book material was given but a special program of vocabulary instructional development was not evident. Without question these results, i.e., dimunition of one grade placement unit in median scores for the year, indicate that it is an area of instruction which should be carefully considered for supplementary efforts.

No formal sampling of student attitudes toward the program has been made at this time. However some indication of success of the program in the student's eyes was observable in the manner and regularity of attendance in the program. The students without fail were found to remind the regular section English teachers of the days they were to attend the program. What appeared to be a rather complex scheduling of English sections was quickly mastered by the students. The promptness of arrival and orderliness of conduct in the classrooms are further indication of the students attitudes concerning the program.

VI. CONCLUSIONS

1962-63 Program

1. Students in the 1962-63 Interagency core program at Madison Junior High School made what may be considered normally expected progress for this type of socio-economic level school during the school year.
2. There were no significant changes in mean percentile standings after a year in the core Project program.
3. Positive attitude changes and increased reading habits, suggested by the responses of parents to questionnaires presented to them, are evidences of program benefits.
4. There are positive indications of support for the Interagency Project program by the parents of the pupils involved in the core program.

1963-64 Program

5. Seventh graders in the 1963-64 seventh grade program made satisfactory progress in the speed and comprehension sub-tests over a period of eight school months.

6. The decrease in vocabularly median scores should be a cause for concern and possible compensatory instructional efforts.

7. There is no indication from these test results that the program was instrumental in bringing the group, as a whole, closer to grade level than they had been at the beginning of the year.

8. There is some evidence that achievement levels in this junior high school do not deviate significantly from the general expectancy indicated by aptitude and ability scores.

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INTERAGENCY PROJECT

We would like to ask your help in our attempts to determine how valuable the Interagency Project classes were at Madison last school year (1962-63). Since your child was a member of these project classes we felt that you are in a particularly good position to tell us about any values or lacks of value which may have resulted.

The Project classes were smaller than regular classes and a special effort was made to concentrate on the needs of the individual students. Special attention was given to teaching reading skills in all subject areas.

Some parents may feel that the Project classes were helpful. Other parents may feel that the classes were not helpful or that they tended to hold their children back. We feel that you, as parents, will be able to give us some of the most valuable information we can obtain concerning the success or failure of the program.

We would like also to invite you to come to the school at any time to discuss any of the programs offered at Madison, your child's progress, or any other subject related to school. If you have any questions please feel free to come to or call the school.

It is important that we get an answer from as many people as possible in order to find out how well our programs have been working. We have, therefore, enclosed a stamped envelope for the return of your answers.

We are sending these questionnaires to all of the parents of children who were in the Project classes last year and we would like to thank you for your cooperation.

Sincerely,

NORMAN SHAPIRO
Principal
Madison Junior High School

GORDON L. McANDREW
Director
Interagency Project

EL:r
Enclosure - two

INTERAGENCY SCHOOL PROJECT (TABULATION OF RESPONSES OF 28 PARENTS)

1. How much do you think your child's attending the Project classes has affected his or her reading of the following kinds of reading materials? Please check a box for each kind of material.

	Reads them much more now	Reads them a little more now	Reads them about the same now	Reads them a little less now	Reads them much less now
Books	12 (43%)	9 (32%)	4 (14%)	(0%)	1 (4%)
Magazines	8 (29%)	6 (21%)	4 (14%)	1 (4%)	(0%)
Newspapers	11 (39%)	8 (29%)	4 (14%)	(0%)	(0%)
Comic Books	6 (21%)	3 (2%)	3 (2%)	2 (7%)	2 (7%)

2. About how many books has your child read during the last six months?

[1] No Books (4%) [6] 1-3 Books (21%) [10] 4-6 Books (36%) [7] 7-9 Books (25%) [4] Ten or more Books (14%)

3. How often does your child visit the public or school libraries now as compared to before attending the Project classes:

[10] Much more often now (36%) [9] A little more often now (32%) [5] About the same as before (18%) [0] A little less often (0%) [1] Much less often now (4%)

4. How do you think attending the Project classes affected your child's feelings toward school?

[11] Likes school more now (39%) [7] Likes school a little more now (25%) [10] Likes school about the same now (36%) [0] Likes school a little less now (0%) [0] Likes school much less now

5. How good is your child about getting his homework done now after being in the Project classes?

[14] Gets it done much more often now (50%) [10] Gets it done a little more often now (36%) [3] Gets it done about as often now (11%) [1] Gets it done a little less often now (4%) [0] Gets it done much less often now (0%)

6. How much does your child have to be reminded about homework now as compared to before being in the Project classes?

[11] Has to be reminded much less often now (39%) [11] Has to be reminded a little less often now (39%) [4] Has to be reminded about the same now (14%) [0] Has to be reminded a little more often now (0%) [1] Has to be reminded much more often now (4%)

7. How much time does your child now spend on homework as compared to before attending the Project classes?

12 Much more time (43%) | 14 A little more time (32%) | 5 About the same time (18%) | 1 A little less time (4%) | 0 Much less time now (0%)

8. If your child spends more or less time on homework now why do you think this is true?

(SEE ATTACHED VERBATIM RESPONSES)

9. Please check one or more of these statements which may describe your child's feelings toward the Project classes.

4 My child felt ashamed of being in the Project classes. (14%)

1 My child felt the work was too hard. (4%)

6 My child felt the work was too easy. (21%)

12 My child liked the program. (43%)

17 My child felt he made a good deal of progress in the program. (61%)

1 I don't know how my child felt about the Project classes. (4%)

Perhaps your child had some other feelings about the Project which you would note for us:

(SEE ATTACHED VERBATIM RESPONSES)

10. Some parents may feel that the program should have lasted more or less than one year with the same group of children. How do you feel about this?

6 Should be for more than two years (21%) | 8 The classes should last for two years (29%) | 11 One year was about right (39%) | 2 Less than a year would be better (7%) | 0 Should not have had the classes (0%)

11. Has your child attended one of the Youth Study Centers in the evening since they have been open:

13 Yes (46%) | 14 No (50%)

12. How good a job do you think these Youth Study Centers are doing?

/2/ Excellent (7%) /11/ Very good (39%) /6/ Good (21%) /4/ Fair (14%) /0/ Poor (0%)

13. Some of the students at Madison were taken on bus trips to places of interest. Did your child go on any of these trips?

/24/ Yes (85%) /3/ No (11%)

14. If your child did go on any of the trips do you remember where he or she went?

(SEE ATTACHED VERBATIM RESPONSES)

15. How would you rate these trips in terms of their value to your child?

/9/ Excellent (32%) /12/ Very good (43%) /3/ Good (11%) /2/ Fair (7%) /0/ Poor (0%)

16. In thinking about the Interagency Project at Madison Junior High as a whole, how would you rate it?

/10/ Excellent (36%) /11/ Very good (39%) /3/ Good (11%) /1/ Fair (4%) /0/ Poor (0%)

17. What did you think were some of the strengths of the Project classes?

(SEE ATTACHED VERBATIM RESPONSES)

18. What did you think were some of the weaknesses of the Project classes?

(SEE ATTACHED VERBATIM RESPONSES)

19. Do you have any suggestions for programs which should be added to Madison's present programs?

(SEE ATTACHED VERBATIM RESPONSES)

20. In your judgment how good a job are the Oakland schools doing with your child or children?

/2/ Excellent (7%) /12/ Very good (43%) /9/ Good (32%) /2/ Fair (7%) /1/ Poor (4%)

21. Have your feelings toward the schools (as a parent) changed because of your contact with these classes?

16 (57%) Yes, feel better 0 (0%) Yes, but feel worse 10 (36%) No change

22. How much have your feelings toward the school changed?

6 (21%) Very much 5 (18%) Much 5 (18%) Some 1 (4%) Little 3 (11%) Very little

23. Do you approve of having the Ford Interagency Project at Madison Junior High?

25 Yes 0 No

Comments: (89%) or 100% of responses

SEE ATTACHED VERBATIM RESPONSES)

24. We would appreciate any other comments or suggestions concerning the Project program which you may have.

SEE ATTACHED VERBATIM RTS (NSES)

EL:r
2/7/64

ATTACHMENTS TO QUESTIONNAIRE FROM PARENTS OF STUDENTS IN MADISON JUNIOR HIGH SCHOOL INTERAGENCY SCHOOL "CORE" PROJECT (SCHOOL YEAR 1962-63)

VERBATIM RESPONSES TO QUESTION # 8

8. "If your child spends more or less time on homework now why do you think this is true?"

Question # 8 is predicated on question # 7 so responses are grouped on the basis of the individuals' responses to that question # 7.

"MUCH MORE TIME"

- because he more home more work to get out now.
- Because he has began to realize the importance of School Sence attending the Project Classes.
- Because she has more homework now than she did then.
- The school he attends now demans more. It shows on his report cards. But also learning now too.
- I think it is because she is getting more homework from her teachers, and she is very consientious about her grades.
- Before she attending project Classes she did no how to spend her time an her home work. But now she is very good.
- I feel the Study Class has given her a greater appreciation for an education.
- I think Homer really like the Interagency School project because he studies much more and seem to be more interested in School now.
- Because I see him studying more and he has very good grades. Not too bad.

"A LITTLE MORE TIME"

- They are more interested and understand the work better.
- Because He wants to get an education
- Because he reads better
- Because he Bring home more homework since Science has been added to his classes.
- She is more interested now and wants to learn.
- Because I am makeing a special effort to see that he try to emprove his grades.

- He says because he's in higher grades and I know that the more he's helped individually the harder he tries.

- She understandes it more and dont require as much help from me.

- I wood suppose she has learned how important it is that she get her homework.

"ABOUT THE SAME TIME

- She dont bring any home work home she said the teacher dont give her homework.

- Because he understands it better.

"A LITTLE LESS TIME

- We think Alfred is lazy. Maybe its a phase all children go through at his age and that he will out grow it.

VERBATIM RESPONSES TO QUESTION # 9

9. Please check one or more of these statements which may describe your child's feelings toward the Project classes. (Responses to this part of the question are tabulated on previous page.)

PART 2 of question 9

"Perhaps your child had some other feelings about the Project which you would note for us:"

- He enjoyed the trips and talked about the next trip coming in the project

- The work was too easy and the class was always out of order. No one could ever learn in a room like that

- He liked it because there was more time spent with him

- None

- My child feel that the Project help him a lot from C- class to A class

- He felt he was in a class for retarded children

- My daughter enjoyed the program very much. Especially the trips to various places of interest, because she had not had the opportunity before.

- Didn't want it at first. But soon learned to like it. It has helped him.

- My child felt that the 9th grade Scince work was to hard for an 8th grade student.

VERBATIM RESPONSES TO QUESTION # 14

14. "If your child did go on any of the trips do you remember where he or she went?"

— A baseball game and a park of some sort.

— Ernie Ford Show-San Franciso and Roberts Park-Oakland

— No but she went on Several trips

— Baseball game & sight seen in San Francisco

— Museum Symphany Concert Touring ships (old)

— To San Francisco and China Town

— Candlestick Park

— Oakland Library, Snow Museum, Baseball game, Ferry Building

— Baseball game, China town, fisherman walk, bank

— A visit to San Francisco

— Oakland Auditorium-S.F.Beach

— Library, Symphony, Ballgames, Museum

— San Francisco

— San Francisco Calif. Baseball game

— No, I dont remember went.

— University of Calif., zoo, Museum, Golden Gate Park, and Lake Merritt. I think she went on several more trips.

— San Francisco

— Base ball game, Tennessee Ernie Ford Show,

— Oakland Public library, Snow Museum, Wells Fargo Bank S.F. Port of S.F. China Town S.F.

— San Francisco park

VERBATIM RESPONSES TO QUESTION # 17

17. "What did you think were some of the strengths of the Project Classes?"

— Helping them to get stronger in there subjects

— No coment

— Reading & Arithmetic

— The special attention that was given students in smaller groups.

— To Ennis, I think the class helped him to make up his mind, to study hard enough to keep up with the other classes that was not in the Project.

— I think that the trips are very good and educational. Also I think that the classes were very helpful to my daughter.

— Emproves reading & studying Habets her Grades Also emproved

— The Classes were smaller then the usual class which gave the teacher a better chance to help each child

— Helping the children read more

— Home work

— The teachers were very interested in the childrens families and worked very hard. The kids took a big interest in it too.

— It helped him to be more interested in studying

— I think that the project gave the children more confidence and also help them to be more interesting in their studies.

— I think it has given some of the children more Confedience in themselves.

— The child wants to read more often

— All was very good. My way of think.

— The students from the university. Parents classes. The classes for the Jr. High students.

— My daughter learn to read much better

— With the small classes my child progressed better in the Project Classes

— Working with a small group of children

— I feel that the Project give my child strengths all the way threw.

VERBATIM RESPONSES TO QUESTION # 18

18. "What did you think were some of the weaknesses of the Project Classes?"

— The teacher failed to keep the class quiet

— No coment

— I dont know

— Just that they could have lasted longer

— My daughter felt that she didn't get enough homework.

— None

— I can't think of any because I was very pleased with the way David came out.

— No-weaknesses

— I am sure there were some weaknesses but the strengths sort of outweighted them. Maybe one weakness was not enough time spent or may more of it would be great.

— None

— none

— none

— Not enough students taking advantage of it. Not enough Parents participating in it. Not enough time spent.

— dont remember any

— English Class seem to low.

— More trips to places of interst to the child

VERBATIM RESPONSES TO QUESTION # 19

19. "Do you have any suggestions for programs which should be added to Madison's present programs?"

-- none

— Dont know of any

— The Project Classes were excellent, Wish there could be more.

— None

— No

— No suggestions

— I have a daughter, Jeanette Morgan, who would benefit by this program. Please see that she gets into it.

— none

— None

— I would like to suggestions to have a scholastic Magazine and Practical English it a great need. At Madison Junior High. I think they should be in the Class.

— Not at the present, because I have not been in contact with Madison to much this year.

— Just keep up the good work. I hope more and more children will take advanage of these class.

— I feel that Madisons Programs should include more foreign language Classes

VERBATIM RESPONSES TO QUESTION # 23

23. "Do you approve of having the Ford Interagency Project at Madison Junior High?"

— none whatsoever

— No comments

-- I think the Ford Interagency Project were very helpful to my child. I hope it will contentious to help other children who are slow like my child was.

-- # 22 I feel that the Oakland school system is very good But I have always felt that way, if we could just reach the child.

-- I feel that it has helped many students even my daughter to like school better and to try to get a better education.

-- its a good job the project is doing. i hope it is contuned

-- I think the program really help my child very much and think it was to every one advantage

-- I like the way that the school is working with My son. he is doing much better

-- I hope the foundation program continues.

-- I think it's a very good project and should be continued.

-- The Interagency Project was very helpful to my boy. It improved his reading.

-- Yes, Yes, Yes.

-- My Child would like to go back to the Project Classes.

-- I think the Ford Project is good because the group is small and the teacher can understand the child better.

VERBATIM RESPONSES TO QUESTION # 24

24. "We would appreciate any other comments or suggestions concerning the Project program which you may have."

-- I feel that it is a very good project it have help my child and it will help many more.

-- The child has a better feeling as an indidual rather then as a group. The small group feeling is also very important to the teacher who may have a guilty feeling of failure and frustration, the small group need is for both child and teacher.

-- wish was for ninth grades.

-- The trip more of them for parents too

-- About the practical English Scholastic Magazine it will keep some many thing up to date in our school.

— I think the project helps the students.

— Give the children more homework

— Yes, I would

— When the program want help one it will be good for another

— The Project program helped a great deal. Wish there could be more for my son. Thank you Very Much

— Keep up the Good Work

— No